**Halifax County Schools - Elementary School Lesson Plan**

**Unit 1 Week 6**

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| **Subject: Reading** | **Teacher:** | **Grade Level: 3** | **Date(s): October 3 – October 7; October 10** |
| **Curriculum Area:** | ELA | **I Can Statements & Learning Targets (I can…):** | I can explain the difference between comparing and contrasting 2 things.  I can compare and contrast important points and details in two different texts. |
| **Content:**  Common Core Standards & Essential Standards | RI.3.9  Compare and contrast the most important points and key details presented in two texts on the same topic. | **Technology Standards & Resources:** |  |
| **Essential Question(s):**  (What question(s) should students be able to answer at the end of the lesson/unit?) | What are the key points an author is trying to make?  How does comparing and contrasting the points made in two different texts help me understand better?  How can I understand the most important details from two texts on the same topic? | **Higher Order Thinking & Revised Blooms:**  (Questions that will enable students to find connections or extend learning.) | Use question stems for 3rd grade. Keep close by on a clipboard to refer to throughout your whole group, collaboration, and small group instruction. As you listen to student talk about their reading, use the question stems to guide their thinking based on what you are observing and hearing from them during instruction.  [Common Core Question Stems\_3rd Grade](https://docs.google.com/document/d/1CmAUdEljVNWpBcm2PWJCqwtx2zMODIgAvDtxVez_kbg/edit?usp=sharing)  [3rd Grade Common Core Question Stems Bookmarks](http://commoncore.tcoe.org/content/public/doc/tcoe_bookmarks_grade_3.pdf) |
| **Vocabulary:**  Academic/Content | **-compare**: explain how two or more things/elements/ideas are alike  **• contrast**: explain how two or more things/elements/ideas are different  **• topics:** the subject of a text or discussion  **• similar:** alike  **• different:** not alike  **• points:-**key ideas that help get across an understanding  • **key details:** important pieces of information found in the text | **Teacher Resources:** | [www.readworks.org](http://www.readworks.org)  [www.readwritethink.org](http://www.readwritethink.org)  [FCRR cause and effect](http://www.fcrr.org/curriculum/PDF/G4-5/45CPartTwo.pdf)  [Brain Break Ideas](https://docs.google.com/document/d/11cmdJLRTiL5zCtH6_4o-Cj1fnGXoHVsSvedwGFj75Yg/edit)  [Student Engagement Activities](https://docs.google.com/document/d/14Eq1EvH_4qlAaAePToCUfCRY2TV-aQ0CZPc9ncwrlSQ/edit?usp=sharing)  [Formative Assessment Ideas](http://wvde.state.wv.us/teach21/ExamplesofFormativeAssessment.html)  [Guided Reading Templates: Scaffold for Varied Leveled Readers](https://4e343308-a-62cb3a1a-s-sites.googlegroups.com/site/janrichardsonreading/resources-1/New%20Guided%20Reading%20Templates.pdf?attachauth=ANoY7cp7QhdTMMYqf7Q5veBYs7qdKvPWvmzg-7zUs_uKq1coZaDLL-VdDcXKthsR107C5FiC7xkpYGl1l-mjSI8VhenykgJJ8nxOKG-EK_7EEP39LD8ewJ305opkJ6v1qD9Ad15LW6WhHEgCBw5_ndwfhEsydsN8dLLMb2WaDitBRuGoeH4UF1NucsQ1No-xTFTF0SieY6RlgKfOWykmpPgdrJGL9sk2gpUPj5_-gqV6twgvWU8K4smPkd7MW7MQiyIeZUIO1tGVbwmuP5RN9ADXrFD7c3hBeA%3D%3D&attredirects=0)  [Guided Reading with Jan Richardson: Lessons/Activities/Resources](http://www.janrichardsonguidedreading.com/resources-1)  [***Word Study Activities***](https://drive.google.com/file/d/0BzVOlP7PNhe6NmtvbWJPa3hqVUk/edit?usp=sharing)  [Comprehension Support for Small Groups](http://www.janrichardsonguidedreading.com/resources-1) |

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| **Daily 5 Activities for the Week** | **Read to Self**  Students continue building stamina in independent reading during Daily 5. | **Read to Someone**  Use as a strategy during small group instruction., | **Listen to Reading**  Continue with Listen to Reading Program | **Word Work**  Introduce a new Word Work Activity to be implemented during Word Work:  Suggestions:  [FCRR Materials: Grades 2-3](http://www.fcrr.org/Curriculum/studentCenterActivities23.shtm) (choose from Phonics or Vocabulary Sections for students)  [FCRR Materials: Grades 4-5](http://www.fcrr.org/curriculum/studentCenterActivities45.shtm) (choose from Phonics or Vocabulary Sections for students who are above grade level) | **Work on Writing**  Students create their own compositions or finish a writing assignment made by teacher in writing block. |

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| **Monday**  **Subject Integration:** | **Whole Group** -  [Readwritethink.org Comparing and Contrasting Lesson Plan: Session 1](http://www.readwritethink.org/classroom-resources/lesson-plans/exploring-compare-contrast-structure-54.html%20?tab=4#tabs) | **Small Group** -  Students work independently in Daily 5 activities, while teacher pulls small groups according to their reading level.  **Guided Reading**  [Guided Reading Templates: Scaffold for Varied Leveled Readers](https://4e343308-a-62cb3a1a-s-sites.googlegroups.com/site/janrichardsonreading/resources-1/New%20Guided%20Reading%20Templates.pdf?attachauth=ANoY7cp7QhdTMMYqf7Q5veBYs7qdKvPWvmzg-7zUs_uKq1coZaDLL-VdDcXKthsR107C5FiC7xkpYGl1l-mjSI8VhenykgJJ8nxOKG-EK_7EEP39LD8ewJ305opkJ6v1qD9Ad15LW6WhHEgCBw5_ndwfhEsydsN8dLLMb2WaDitBRuGoeH4UF1NucsQ1No-xTFTF0SieY6RlgKfOWykmpPgdrJGL9sk2gpUPj5_-gqV6twgvWU8K4smPkd7MW7MQiyIeZUIO1tGVbwmuP5RN9ADXrFD7c3hBeA%3D%3D&attredirects=0)  [Guided Reading with Jan Richardson: Lessons/Activities/Resources](http://www.janrichardsonguidedreading.com/resources-1) | **Independent Work** -  see lesson plan link  Daily 5 |
| **Tuesday**  **Subject Integration:** | **Whole Group** -  [Readwritethink.org Comparing and Contrasting Lesson Plan: Session 2](http://www.readwritethink.org/classroom-resources/lesson-plans/exploring-compare-contrast-structure-54.html%20?tab=4#tabs) | **Small Group** -  Students work independently in Daily 5 activities, while teacher pulls small groups according to their reading level.  **Guided Reading**  [Guided Reading Templates: Scaffold for Varied Leveled Readers](https://4e343308-a-62cb3a1a-s-sites.googlegroups.com/site/janrichardsonreading/resources-1/New%20Guided%20Reading%20Templates.pdf?attachauth=ANoY7cp7QhdTMMYqf7Q5veBYs7qdKvPWvmzg-7zUs_uKq1coZaDLL-VdDcXKthsR107C5FiC7xkpYGl1l-mjSI8VhenykgJJ8nxOKG-EK_7EEP39LD8ewJ305opkJ6v1qD9Ad15LW6WhHEgCBw5_ndwfhEsydsN8dLLMb2WaDitBRuGoeH4UF1NucsQ1No-xTFTF0SieY6RlgKfOWykmpPgdrJGL9sk2gpUPj5_-gqV6twgvWU8K4smPkd7MW7MQiyIeZUIO1tGVbwmuP5RN9ADXrFD7c3hBeA%3D%3D&attredirects=0)  [Guided Reading with Jan Richardson: Lessons/Activities/Resources](http://www.janrichardsonguidedreading.com/resources-1) | **Independent Work** -  see lesson plan link  Daily 5 |
| **Wednesday**  **Subject Integration:** | **Whole Group** -  [Readwritethink.org Comparing and Contrasting Lesson Plan: Session 3](http://www.readwritethink.org/classroom-resources/lesson-plans/exploring-compare-contrast-structure-54.html%20?tab=4#tabs) | **Small Group** -  Students work independently in Daily 5 activities, while teacher pulls small groups according to their reading level.  **Word Work:** introduce a word work activity based on needs you observe for each reading group. They can use the activity as a Daily 5 word work activity in the future.  [***Word Study Activities***](https://drive.google.com/file/d/0BzVOlP7PNhe6NmtvbWJPa3hqVUk/edit?usp=sharing) | **Independent Work** -  see lesson plan link  Daily 5 |
| **Thursday**  **Subject Integration:** | **Whole Group** -  [Readwritethink.org Comparing and Contrasting Lesson Plan: Session 4](http://www.readwritethink.org/classroom-resources/lesson-plans/exploring-compare-contrast-structure-54.html%20?tab=4#tabs) | **Small Group** -  Students work independently in Daily 5 activities, while teacher pulls small groups according to their reading level.  **Comprehension Skill:** Focus on a comprehension skill according to the needs to observe for each reading group.  [Comprehension Support for Small Groups](http://www.janrichardsonguidedreading.com/resources-1) | **Independent Work** -  see lesson plan link  Daily 5 |
| **Friday**  **Subject Integration:** | **Whole Group** -  [Comparing and Contrasting article on Killer Bees and Honey Bees](http://www.scholastic.com/teachers/article/beastly-bee-havior)  Use the link above and print for common weekly assessment.  Have students make a venn diagram comparing and contrasting key points from each section of the article. | **Small Group** -  Continue mClass Reading 3-D assessments on Red students as needed  Intervention: Conference with individuals or pull a small group of students to focus on a phonics, vocabulary or comprehension skill depending on the needs you have observed. | **Independent Work** -  see lesson plan link  Daily 5 |

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| **Reflection - Checking for Understanding**  Students in need of remediation:  Action/Activities: | **Reflection - Checking for Understanding**  Students on target:  Action/Activities: | **Reflection - Checking for Understanding**  Students who need enrichment:  Action/Activities: |